



M E M O R A N D U M

TO: Health Care Colleges Council

**FROM: Linda A. Alexander, EdD
Associate Dean for Academic Affairs**

SUBJECT: Proposal for CPH 643 Measuring Health Behavior

DATE: April 23, 2010

It is the intention of the Department of Health Behavior in the College of Public Health to formally establish a course to focus on measurement, the key component of research, and focuses on survey research. Ultimately this course emphasizes how to do research rather than what to research. Topics cover the capstone research process including theoretical framework, research design, ethical considerations, and rudimentary survey statistics. The goal of the course is to train the student in how to measure human behavior both responsibly and effectively.

This course proposal has been reviewed and approved by the Academic Affairs Committee and the Faculty Council, according to our college's established bylaws.

Further information about this course can be obtained by contacting the course director, Dr. Jeff Jones, via phone at 218-2087 or via email at jeff.jones@uky.edu.

M E M O R A N D U M

TO: Linda Alexander, EdD
Associate Dean for Academic Affairs

FROM: Graham D. Rowles, PhD
Chair, Faculty Council

SUBJECT: Approval – New Course Proposal for CPH 643

DATE: December, 2009

At its meeting today, the Faculty Council approved the following course change proposal:

CPH 643 Measuring Health Behavior

This is now ready to proceed to the next stage of the approval process. Please do not hesitate to contact me if you need additional information or clarification.

MEMO

DATE: October 5, 2009

TO: Associate Dean for Academic Affairs

FROM: Chair, Academic Affairs Committee

SUBJECT: Course Approval

The Academic Affairs Committee approved the request for a new course entitled CPH 643 – Measuring Health Behavior

NEW COURSE FORM

1. General Information				
a.	Submitted by the College of: <u>Public Health</u>	Today's Date:	<u>9/9/2009</u>	
b.	Department/Division: <u>Health Behavior</u>			
c.	Contact person name: <u>Jeff Jones</u>	Email: <u>Jeff.jones@uky.edu</u>	Phone:	<u>218-2087</u>
d.	Requested Effective Date:	<input type="checkbox"/> Semester following approval	OR	<input checked="" type="checkbox"/> Specific Term/Year ¹ <u>Fall 2011</u>
2. Designation and Description of Proposed Course				
a.	Prefix and Number: <u>CPH 643</u>			
b.	Full Title: <u>Measuring Health Behavior</u>			
c.	Transcript Title (if full title is more than 40 characters): <u>same</u>			
d.	To be Cross-Listed ² with (Prefix and Number): <u>N/A</u>			
e.	Courses must be described by <u>at least one</u> of the meeting patterns below. Include number of actual contract hours ³ for each meeting pattern type.			
	<u>3</u> Lecture	<u> </u> Laboratory ¹	<u> </u> Recitation	<u> </u> Discussion
	<u> </u> Clinical	<u> </u> Colloquium	<u> </u> Practicum	<u> </u> Research
	<u> </u> Seminar	<u> </u> Studio	<u> </u> Other – Please explain:	
f.	Identify a grading System:	<input checked="" type="checkbox"/> Letter (A, B, C, etc.)	<input type="checkbox"/> Pass/Fail	
g.	Number of credits: <u>3</u>			
h.	Is this course repeatable for additional credit?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
	If YES: Maximum number of credit hours: <u> </u>			
	If YES: Will this course allow multiple registrations during the same semester?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	
i.	Course Description for Bulletin: <u>This course focuses on measurement, the key component of research, and focuses on survey research. Ultimately this course emphasizes how to do research rather than what to research. Topics cover the capstone research process including theoretical framework, research design, ethical considerations, and rudimentary survey statistics. The goal of the course is to train the student in how to measure human behavior both responsibly and effectively.</u>			
j.	Prerequisites, if any: <u>Enrollment in the MPH or DrPH program, or consent of instructor</u>			
k.	Will this course be offered through Distance Learning?	YES ⁴ <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
l.	Supplementary teaching component, if any:	<input type="checkbox"/> Community-Based Experience	<input type="checkbox"/> Service Learning	<input type="checkbox"/> Both
3.	Will this course be taught off campus?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	
4. Frequency of Course Offering				
a.	Course will be offered (check all that apply):	<input checked="" type="checkbox"/> Fall	<input type="checkbox"/> Spring	<input type="checkbox"/> Summer

NEW COURSE FORM

b.	Will the course be offered every year?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
5.	Are facilities and personnel necessary for the proposed new course available?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If NO, explain: _____		
6.	What enrollment (per section per semester) may reasonably be expected?	20	
7.	Anticipated Student Demand		
a.	Will this course serve students primarily within the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
b.	Will it be of interest to a significant number of students outside the degree program?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>
	If YES, explain: <u>The emphasis on survey research will be applicable to students from other programs whose work includes survey research, such as nursing, dentistry, pharmacy, and possibly others.</u>		
8.	Check the category most applicable to this course:		
	<input checked="" type="checkbox"/> Traditional – Offered in Corresponding Departments at Universities Elsewhere		
	<input type="checkbox"/> Relatively New – Now Being Widely Established		
	<input type="checkbox"/> Not Yet Found in Many (or Any) Other Universities		
9.	Course Relationship to Program(s)		
a.	Is this course part of a proposed new program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, name the proposed new program: _____		
b.	Will this course be a new requirement ⁵ for ANY program?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES ⁵ , list affected programs: _____		
10.	Information to be Placed on Syllabus		
a.	Is the course 400G or 500?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>
	If YES, the <i>differentiation for undergraduate students must be included</i> in the information required in 10.b . You must include: (i) identification of additional assignments by the graduate students; and /or (ii) Establishment of different grading criteria in the course for graduate students. (See SR 3.1.4.)		
b.	<input type="checkbox"/> The syllabus, including course description, student learning outcomes, and grading policies (and 400G-/500 level grading differentiation if applicable, from 10.a above) are attached.	NO <input type="checkbox"/>	

⁵In order to change a program, a program change form must also be submitted.

NEW COURSE FORM

Signature Routing Log

General Information:





Course Prefix and Number: _____

Proposal Contact Person Name: Becki Flanagan Phone: 218-2092 Email: becki@uky.edu

INSTRUCTIONS:

Identify the groups or individuals reviewing the proposal; note the date of approval; offer a contact person for each entry; and obtain signature of person authorized to report approval.

Internal College Approvals and Course Cross-listing Approvals:

Reviewing Group	Date Approved	Contact Person (name/phone/email)	Signature
Department of Health Behavior	9/9/2009	Richard Crosby/218-2039/crosby@uky.edu	
Academic Affairs Committee	10/5/2009	Jim Holsinger/323-6314/jwh@email.uky.edu	
Faculty Council	12/3/2009	Graham Rowles/218-0145/growl2@email.uky.edu	
Academic Dean	4/23/2010	Linda Alexander /218-2092/lindaalex@uky.edu	

External-to-College Approvals:

Council	Date Approved	Signature	Approval of Revision ⁶
Undergraduate Council			
Graduate Council			
Health Care Colleges Council			
Senate Council Approval		University Senate Approval	

Comments:

⁶ Councils use this space to indicate approval of revisions made subsequent to that council's approval, if deemed necessary by the revising co

UNIVERSITY OF KENTUCKY
COLLEGE OF PUBLIC HEALTH

Draft, Subject to change

Course Syllabus
CPH 643, Measuring Health Behavior
Fall 2010

CTW (Charles T. Wethington) Building, Room 415, Wednesdays, 6pm-8:30pm

Contact information

Instructor: Jeff Jones, Ph.D.
College of Public Health
121 Washington Avenue, Suite 109
Lexington, KY 40536

Telephone: 859-218-2087

E-mail: jeff.jones@uky.edu

Office Hours: Tuesdays, Wednesdays, and Thursdays, 1:30pm-5pm or by appointment

Course description

This course focuses on measurement, the key component of research. Measurement encompasses a broad range of research concerns:

- accessing existing data and the different types of data one can gather
- defining logic models, outcomes, and questionnaires for baseline and follow-up data-gathering
- various possible components of program evaluation
- the influence of culture, politics, and identity in biasing question construction
- ethical and privacy concerns around measurement
- quantitative and qualitative approaches
- skills to successfully conduct scholarly measurement of human behavior

Programming invariably involves evaluation of whether an intervention works. Proper evaluation, however, begins before an intervention starts. In some cases existing data are used to define a health problem. In other cases formative research seeks baseline data to define the prevalence and characteristics of a population and its members' behaviors. Prior to intervention implementation, researchers and programmers need to first define what outcomes they seek and a logical path of data collection to test for such outcomes. Within this rather elegant model are a

host of issues that arise when working with complex human beings. A client's cultural background, the ethics of data-gathering, or even the gender of the interviewer can influence findings. This is ultimately a course about *how* rather than *what*. Public health practitioners measure many types of people and health behaviors. This course delves into how we can measure human behavior responsibly and effectively.

Course prerequisites

None

Course objectives

Upon completion of this course, the learner will:

- Explain the role of behavioral and social science in public health. Specifically, this course teaches students the logic skills necessary for conducting social and behavioral research from the first steps of identifying health issues to developing logic models and conducting program evaluation.
- Describe the role that gender, race, and social class play in the utilization of health promotion resources. In particular, how does one's *standpoint*, or perspective, influence the construction of questions. How do identity politics shape how we respond to questions and how we ask questions?
- Contrast effective techniques to measure health behavior and understand the role of public health in society.

College of Public Health objectives in Health Behavior

Measuring Health Behavior provides a foundation in basic social and behavioral science research. This course draws on a range of social and behavioral disciplines such as geography, sociology, urban/rural planning, demography, social theory, and anthropology to discuss how these disciplines inform public health research and practice. Course material includes a focus on types and methods of measurement, ethical considerations to measurement, and exposure to key public health databases collected by various stakeholders. Students also receive an introduction to SPSS (Statistical Package for the Social Sciences), some key statistical measures, and an overview of qualitative research.

Public Health Competencies for [specific to the course]

- Describe the role of social and community factors in both the onset a solution of public health problems.
- Identify basic theories, concepts, and models from a range of social and behavioral disciplines that are used in public health research and practice.
- Apply ethical principles to public health program planning, implementation, and evaluation.
- Describe the steps and procedures for the planning, implementation, and evaluation of public health programs, policies, and interventions.

- Identify critical stakeholders for the planning, implementation, and evaluation of public health programs, policies, and interventions.

Textbooks

Leiyu Shi, *Health Services Research Methods*, 2nd Edition, 2008, Delmar Cengage Learning, ISBN: 978-1-4283-5229-2.

Puri, Basant K., *SPSS in Practice: An Illustrated Guide*, Arnold, ISBN: 0-340-76112-1

Other readings as directed

Course requirements and learner evaluation

Course grades will be based upon evaluation of the following activities:

100-90=A
89-80=B
79-70=C
60-0=E

Three exams =	300 points (100 points each)
Five exercises =	200 points (40 points each)
Final project=	200 points

Total: 700 points

Instructor expectations

1. I expect you to attend every class session. The components are highly interrelated; missing a class will detract from the learning potential of subsequent sessions.
2. I expect you to be in the classroom and prepared to begin work at the scheduled starting time for each session...unless you are running late. In this case, I expect you to be focused on what we are learning and not stress about being tardy. Get to class as fast as you safely can and quietly slip into the room.
3. I expect you to actively participate in the discussions. This is not the type of class where you can “sit back and listen.”
4. I expect you to submit papers using proper English grammar, syntax, and spelling. You are encouraged to use spell check and grammar check prior to submitting your written work. The Writing Laboratory is available to anyone who may need assistance. Grammar, syntax, and spelling will account for 10% of the grade for written work.
5. I expect (and encourage) you to provide honest and timely feedback regarding the content and process of this course throughout the semester.
6. I expect you to share in the responsibility for making this course an enjoyable and beneficial learning experience.

7. Wikipedia *cannot* be used as a cited reference as noted by a co-founder of Wikipedia! You may use Wikipedia to identify appropriate source material. Remember Wikipedia is *not* peer reviewed!
8. I require that each learner will utilize the citation style used by the *American Journal of Public Health* as a guide for writing papers for this course and the grading rubric will be based on its precepts.
9. I expect you to excuse yourself silently and go to the bathroom as needed.
10. I expect you to bring a beverage and any food you can quietly eat. One does not learn well when dehydrated or hungry.

Academic honesty

Academic honesty is highly valued at the University. You must always submit work that represents your original words or ideas. If any words or ideas used in a class assignment submission do not represent your original words or ideas, you must cite all relevant sources and make clear the extent to which such sources were used. Words or ideas that require citation include, but are not limited to, all hard copy or electronic publications, whether copyrighted or not, and all verbal or visual communication when the content of such communication clearly originates from an identifiable sources. Please see the University's policies concerning the consequences for plagiarism.

Accommodations

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, submit to me a Letter of Accommodation from the Disability Resource Center (www.uky.edu/TLC/grants/uk_ed/services/drc.html). If you have not already done so, please register with the Disability Resource Center for coordination of campus disability services available to students with disabilities.

Inclement weather

The University of Kentucky has a detailed policy for decisions to close in inclement weather. The snow policy is described in detail at <http://www.uky.edu/MicroLabs/documents/p-weather.pdf> or you can call (859) 257-5684.

Course schedule and topics

All classes are on Wednesdays from 6pm-8:30pm.

August 26: Introduction to the social and behavioral sciences, types of measurement, average/mode/median

Reading: Shi, Chapters 1-3

September 2: Exercise 1 due, Biobehavioral/BMI, Data Sources, the Census, US health care system

Readings: Shi, Chapters 4-8, 11, 12

September 9: Bias, survey design, the Don Dillman method

Readings: Shi, Chapters 9-10

September 16: Exercise 2 due, Introduction to survey statistics

Readings: TBA

September 23: Exam 1

Readings: TBA

September 30: Ethics and research, IRB

Readings: TBA

October 7: Qualitative research, community participatory research

Readings: TBA

October 14: Health care systems, community needs assessment (ASTHO)

Readings: TBA

October 21: Statistics: choosing a measure

Readings: TBA

October 28: Exam 2 (NACCHO)

Readings: Shi, Chapters 13-15, entire Puri book

November 4: SPSS training, W.T. Young Library, Basement, B-35 computer lab

November 11: SPSS training, W.T. Young Library, Basement, B-35 computer lab (APHA)

November 18: Exam 3

November 25: (holiday)

December 2: Presentations

December 9: Presentations

December 16: Presentations